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ABSTRACT

Designed to determine the additional competencies women need to obtain jobs and advance in them, a study focused on the counseling needs of young women as perceived by the membership of the Wisconsin Federation of Business and Professional Women's Clubs comprised of 2,700 women who are working part-time, full-time, or in partnership. The instruments were (1) a five-item questionnaire (based on the review of the literature) which was used to develop competency lists for the other instruments, and (2) three rating scales developed from an analysis and synthesis of the questions in the questionnaire. The data gathering and analysis were divided into three components. The first generated a profile of a random sample from the total population which completed a personal data sheet and the rating scale entitled "Women in General--Obtaining Jobs, Being Effective Employees, and Advancing in Jobs." The second component produced a profile of the random population compared with a control population selected from women in administrative and/or supervisory positions. Results of the third component were a profile of the random population compared with a second selected control population of women in male intensive occupations. (Statistical tables are included for each profile.) The responses from the various populations indicated that a need exists for educational institutions to help women make the transition from student to worker, that educators and counselors are only bringing students to a sufficient level, and that organization, leadership, ability to motivate others, and ability to evaluate are needed competencies. (Appended are a bibliography, cover letters, instruments, and tables.) (VB)

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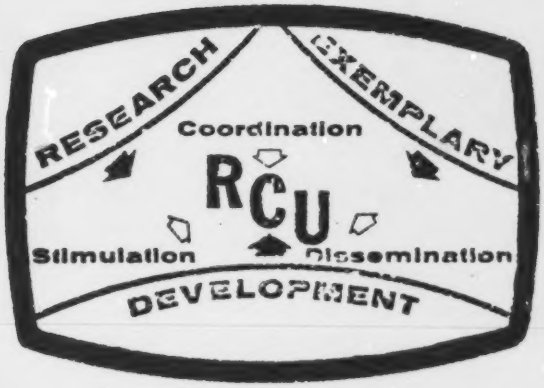
Final Report
Project No. 19-008-151-227C

Conducted by

Sharon L. Haczynski

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

January, 1978



Research Coordinating Unit (RCU)

VOCATIONAL COUNSELING NEEDS OF YOUNG WOMEN AS PERCEIVED BY WORKING BUSINESS AND PROFESSIONAL WOMEN

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Center for Vocational, Technical and Adult Education
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January, 1978

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Sharon L. Haczynski

Abstract

The purpose of this research was to study the vocational counseling needs of young women as perceived by working business and professional women through the use of three survey instruments: women in general obtaining jobs, being effective employees, and advancing in jobs; young women entering administrative and/or supervisory positions; and young women entering male intensive occupations.

This study was a cooperative effort between the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, the Wisconsin Federation of Business and Professional Women's Clubs and the Wisconsin RCU in Spring, 1977.

Chapter I

Problem and Rationale

Introduction

The vocational counseling of young women has become more challenging as the number of young women seeking gainful employment increases and their career options change. Young women no longer look to moving from their parent's home to that of their husband and those who do, will probably return to the labor market within a short length of time. Young women who marry will spend about 25 years in the labor force and those who are single will be in the labor force for at least 45 years (U.S. Department of Labor).

Young women investigating potential career choices find limited counseling materials especially if they are interested in a non-traditional or male-intensive career and even less in the way of role models.

This project was designed to determine the additional competencies women need in order to obtain and advance in jobs. Based on this information, recommendations were developed for counseling women who are making career decisions and entering the labor market.

Statement of the Problem

The problem of this study was to investigate the vocational counseling needs of young women as perceived by working business and professional women through the use of a Delphi survey. This particular study took place in Wisconsin in Spring, 1977. The participants for this research were the selected membership of the Wisconsin Federation of Business and Professional Women's Clubs.

Objectives of the Study

The following objectives were established to guide the work in the research and to insure that the problem stated was realized.

1. Identify the vocational competencies of selected young women as perceived by working business and professional women.
2. Identify a list of additional competencies women need in order to effectively obtain, retain, and advance in jobs.
3. Develop recommendations for vocational counseling.

Rationale

The following review of related literature is divided into three major sections: Women Workers Today; Education and Vocational Choices; and Implications for Counselors.

This researcher felt the need to set the background of who are today's working women, how education can either make it easy or difficult for women to make their own career choice, and the implications these have for counselors working in vocational guidance with women.

Women Workers Today

One of the dramatic changes in the work force of America in the past twenty years has been the increasing number of women employees. The nearly 37 million (1976) women in the civilian labor force are a cross section of all women in the nation. They are of all ages from 16 to 70 plus and of every race and color. They include the married, never married, the widowed, and the divorced or separated; and they live on farms, in suburbs, and in the cities.

In 1920, women were twenty percent of the labor force; in 1975, they were forty percent and in the last decade, women accounted for nearly three-fifths of the increase in the civilian labor force. They have supplied many of the workers needed in the service-producing industries particularly health and education. Women have also provided an important labor resource for goods-producing industries, and are making inroads into non-traditional occupations.

The likelihood that a woman will be in the labor force at any particular time varies considerably according to her age, marital and family status, education, race or ethnic background, and if married, her husband's income. A married woman is most apt to be working if her husband's income is between $7,000 and $10,000; fifty percent of such women work. However, 9 out of 10 girls will work at some time in their lives (U.S. Department of Labor, 1976).

In 1975, forty-six percent of all women 16 years of age and over were in the labor force. Although women are most likely to be working if they are young, have no children, and have completed their schooling, (18 to 24 years old), their rate of participation is also relatively high and consistent in the so called prime working years of ages 25 to 54.

Almost three-fifths (58 percent) of all women workers are married and living with their husbands' more than one-fifth (23 percent) have never married; and nearly one-fifth (19 percent) are widowed, divorced or separated. The young married woman will work an average of 25 years and the never married will work an average of 45 years of her life.

The average woman in the labor force has completed a median of 12.5 years of schooling-the same number of years as her male counterpart. About 7 out of 10 women workers have at least a high school education.

Generally the more education a woman has, the more likely she is to be in the labor force.

About one-eighth of all women workers are of minority races (about 4.8 million women). Their labor force participation rates are generally higher than those of white women. Minority women constitute almost forty-six percent of all minority workers.

Typically a woman enters the labor force after she has finished her schooling and works a few years before she marries and has her first child. A very small number of women leave the labor force at this time permanently. For those married women who continue working, most will have some breaks in employment during childbearing and childrearing years. However, an increasing proportion of young married women with and without children are remaining in the work force.

The occupational distribution of women is very different from that of men. Women are more apt than men to be white-collar workers, but the jobs they hold are usually less skilled and pay less than those of men. Women are 40 percent of all professional and technical workers, but they are likely to be teachers (2.1 million or 72 percent of the total) and health workers (1.4 million or 64 percent of the total in this field). Women are less likely to be managers and administrators and in fact make up only twenty percent of all managers and administrators. They are seventy-eight percent of all clerical workers. About fourteen percent of women are in the blue collar jobs. Women are likely to be operatives but are very seldom employed as skilled craft workers--only five percent of all craft workers are women. Twenty percent of women workers are in service occupations outside the home.

Minority women are less likely to hold white collar jobs and more are in service occupations than white women. However, only 25 percent are employed in the clerical field. The proportion in private household work has declined to 11 percent (U.S. Department of Labor, 1976).

Representation of women in professions such as law, engineering, and medicine--a field in which women are usually well represented in other countries--remains at a low level even though the number continues to expand (Road Maps of Industry, 1976).

Among full-time workers employed during 1974, women's media income was $6,772. This was sixty percent of the men's median income. Reasons could be that men have had more continuous years of work experience, work more over-time and as Bird (1973) states women have to work for less because they are occupationally restricted. They are forced into the female job ghetto. Women are confined to women's jobs because they have not been allowed anywhere else.

Roby (1976) indicated that vocational education has failed to move significantly to prepare women for the occupations with higher wages. She found that vocational education teachers and counselors often discourage or refuse to allow women to take the courses that would prepare them for these jobs.

There is a pressing need to change employer attitudes with respect to women's roles and desire to work. Some progress is being made concerning employer attitudes. In contrast to the practices of just a few years ago when companies did not actively recruit college women but employed a few upon application, many companies are now seeking positive ways to establish equal opportunity programs. Some have indicated that they would hire more women if they were qualified for the fields of accounting, engineering,

data processing, mathematics, general business, chemistry, marketing and economics (finance). Many women do not prepare for these fields because they lack the necessary background, having been channeled away from advanced and sometimes even basic courses in mathematics and science while in high school. Girls should, therefore, include more of these fundamentals to provide them with an adequate background to prepare for better employment opportunities in their future careers (U.S. Department of Labor). The next section will look at the educational background we provide our young women students.

Education and Vocational Choices

The impact that education has upon the occupational decisions of young women will be considered in this section.

Howe (1971) states that children learn about sex roles very early in their childhood, probably before they are eighteen months old, and long before they are in school. They learn these roles in subtle ways--we throw boy babies up in the air and handle girl babies delicately. We chose pink for girls, blue for boys--trucks for boys and dolls for girls.

The schools to which we send the preconditioned children also reflect the society they serve. They do reinforce the sex role stereotyping that has been started by parents, firends, and the mass media (Trotter, 1975). By the fifth grade it may be very difficult to change their attitude about sex roles (Howe, 1971).

Studies by child psychologists show that while boys identify with male figures and activities, girls are less likely to make the same identification with other females.

Howe (1971) continues that although there is no evidence that early physical needs are different, even in kindergarten boys are given more

activities than girls. By junior high school, curricular sex-typing is extended--cooking and sewing classes on one hand and metals and wood-working on the other. The staff, facilities, and financing available for extracurricular athletic activities disproportionately support boys' programs. In short, female students in Wisconsin, as elsewhere in the United States, lack educational opportunities equal to those afforded male students. Even though the discrimination is legally prohibited, the subtle discrimination is still there. In many ways females are disadvantaged by sex discrimination (University of Wisconsin, Etc. 1977) In short, the classes girls take and the books they read prepare them early for the goal of marriage, hardly ever for work and never for independence.

Consider for a moment the real world--the work world of women. Most women, for at least part of their life, work outside the home. Schools usually reflect the society they serve, but the treatment of working women is one clear instance that the reflection is distorted by an attitude about who should work and what type of work should be done (Howe, 1971)

Grambs (1977) found that sex role sterectypes have produced persons who operate within frameworks and limitations of their socialization. Trotter (1975) stated that sexist attitudes have long kept women from achieving educational and occupational equality. When they do work, women are often placed in underpaid, unsatisfying positions while still being expected to fulfill the traditional family roles.

Roby (1976) indicates that of the 6.4 million girls and young women enrolled in public vocational programs in 1972, forty-nine percent were being trained in home economics and another twenty-eight percent in

clerical. She continues that there is evidence very few women are being trained for the 20.1 million jobs that the National Planning Association estimates for 1980, including the better-paying trades, industrial, and technical jobs for which schools could be providing entry level preparation. She found that between 1960 and 1970 when more training programs were opened to women, the rate of increase for women in skilled trades was eight times that of men.

Lehmann (1977) agrees that the issue is not just which sex is preparing for which job, but whether vocational schools are preparing both sexes to survive in today's world. Vocational education has been successful in educating students for half of their lives--boys to enter careers, girls to be homemakers.

A study by Gaffga (1976) recommends that educational opportunities for women be upgraded in order to benefit all levels, including the national economy. She encourages higher aspirations for teenage girls and that women need to support each other, get active, vote, take advantage of the educational opportunities that are available and work to get rid of derogatory images of women in the media.

The data examined in a study by McLaughlin et al (1976) indicate that socio-economic status (SES) affects the occupational/educational aspirations of women. With regard to education, women from the high and middle levels were more inclined to attend four-year colleges with emphasis on a career that allowed for achievement of personal goals and skills. Women with a low SES favored community colleges and technical schools with emphasis on security. The study indicates the need for assistance to women with low SES to raise aspirations and self-perceptions.

A survey of secondary school curriculum by Trecher (1973) indicated that there is a need for non-stereotyped information, positive role models, and materials and programs that would widen the career possibilities and raise aspirations of young women. Vetter (1973) indicates that the presence of professionally successful women influences in a positive manner the career aspirations of female students.

Recognizing the need to raise aspirations and career aims, Porter (1976) suggested that consideration be given to a nontraditional occupation for which the student would like to apply. Bird (1973) writes that some psychologists believe that almost as many women as men have a natural aptitude for mathematics and mechanics--before the aptitude is "sex-role-brainwashed" out of them. If the "brainwashing" doesn't influence her she will be drawn to engineering, construction or a mechanical trade if she has the aptitude needed. A recent article "The Female Executive" in Business World magazine (1977) stated that most women who have really reached the top today were raised as equals with boys. Their role models were often successful fathers and career mothers and grandmothers. Career women were brought up with the freedom to choose their own futures. A career was considered as important as marriage and family and not necessarily as a separate entity. The article went on to state that many of these women were encouraged to participate in competitive sports and taught to win.

The attributes indicated to be necessary are competence, good education, assertiveness, self-confidence, ambition and drive, and ability to develop good personal working relationships. One executive believes that success is 50 percent early conditioning and 50 percent the right kind of attributes. Another stated that it is finding out the requirements of the job and then becoming an expert in the field. A recent article in Forbes magazine (1977)

stated that the professional degree is the best way for a woman to break through sex job discrimination. U.S. News and World Report magazine (1976) in an interview with Dr. Barrie Sanford Grieff, Harvard Business School, stated that what a woman needs most in business is a good sense of self-esteem--a feeling that she is worth something.

Ashburn (1977) seems to agree in her study. A major problem with data on women's workstyles and careers is that current conclusions may not be valid for the future, since facts change along with social change. She stated that women in male-dominated professions have less ambition and lower commitment to their jobs than do men in similar positions. Donald C. Carroll, dean of Wharton School of Economics at the University of Pennsylvania disagrees. He stated in a recent Milwaukee Sentinel article (1977) that all the evidence we have suggests no lack of staying power.

A U.S. Department of Labor (1973) study indicated that women's participation and advancement in the business world can be increased if the notion is abandoned that women have potential only in proven areas of activity. Women who have already made their mark in the business world can help in spreading this observation to collegues.

The next section will address itself to what implications does the preceeding material have for counselors.

Implications For Counselors

Kuehn's (1974) research shows that the choice of an occupation is an expression of basic personality rooted in the individual's value system. As a result, students need to be encouraged to examine their values as part of the process of making a career decision.

Super (1953) uses the self concept theory to explain his basic premise behind the theory of vocational development. Occupational preference

represents a translation of self-concepts. The desire to find expression for self-concept is considered a driving force in evaluating the attractiveness of an occupation.

Hously (1973) found that vocational choice is a function of a person's conception of self. By choosing an occupation individuals seek to implement this self-concept and to express vocationally the kind of person they envision themselves to be. Negative self concepts have a significant effect on vocational decision making. It is suggested that a person is more certain of activities and occupations that are personally disliked than ones that are desired.

Wrenn (1962) suggests that a major goal of counseling should be increased self-responsibility and increased maturity in decision making. Gelatt's (1962) research interprets the counselor's role as that of helping students learn to make wise vocational decisions.

Glogowski & Lanning's (1976) study states that women who enter various curricula hold certain related work values. If knowledge about work values is coupled with information about interests, personalities, abilities, and experiences, better career decisions can be made. Counselors might do well to consider assessing the work values of their women clients in conjunction with other information when helping them with career choices.

Cook (1971) writes that life planning for women has become the subject and issue and in the past thirty years there has been real change in the perceptions of women by both men and women counselors.

Helwig's research (1976) indicates that the attitudes of male counselors have been found to be somewhat sexist. These counselors can have a significant effect on the vocational choice and occupational opportunities of girls and women.

Deutsch & Gilbert's (1976) research indicated that women's sex role concepts regarding their real self, ideal self and their perceptions of what others think were highly dissimilar whereas those of men were highly similar. They indicate that these findings suggest sources of Rogerian conflict that exist for women but not men caused probably by early socialization. The implication for counselors is that they can focus on helping resolve the discrepancies between real self, ideal self and perceptions of how others see them regardless of preconceived feminine roles. Research has reported incidents in which female clients were encouraged by counselors to behave in sex role stereotyped ways.

Bird (1973) in her study suggests that women take more tests and see more than one counselor because both are often sex-biased.

However, Engelhard et al (1976) research shows that progress is being made. In 1968, the dual role of mother and worker was considered much more acceptable by female guidance counselors than by male counselors. Though this is still true in 1974, both male and female counselors had become more accepting of the dual role. Narrow, unnecessarily restrictive sex role definitions are no longer considered appropriate by either male or female guidance counselors. Once again, men and women differ significantly in what society expects of them, but both are rapidly growing to accept a variety of roles. Both male and female counselors expect women to make significant and unique contributions to society.

Warnath (1971) discussed how difficult it is for a male counselor to avoid reinforcing the traditional side of a female client's attitudes when she faces conflict over choosing a way of using her talents, skills, and intelligence in the working world that goes against prevailing cultural expectations.

McLaughlin et al (1976) study suggests some differences that counselors of high school students should anticipate when working with females of different socio-economic status levels (SES). Women with low SES have a low aspiration level toward both educational and occupational possibilities. Special encouragement and guidance will be necessary to help these individuals maximize their potential. In their response to "who influences you the most" toward educational and occupational opportunities, the majority of the women with low SES indicated the high school counselor.

A study by the U.S. Department of Labor (1974) stated that white young women have substantially more labor market information than black young women and those young women in the college preparatory track had higher scores than those in the general program. The two strongest variables were access to reading material in the parental home and amount of education of the mother.

Another study from the U.S. Department of Labor (1973) stated that the channeling of women's interests and energies is now being seen as a result of socialization processes rather than a natural division of labor. It seems probable that the range of women's talents and interests can be as wide as men's if they have full access to unbiased career information and freedom of occupational choice.

Roby's (1976) study stated that vocational education counseling for women would be greatly enhanced by offering programs for counselors to provide them with the most up-to-date information and to assist them in finding new ways to help young women consider a wide range of career possibilities and encourage enrollment in courses that will help them to qualify for jobs other than those traditionally viewed as women's.

Other researchers indicated that study needs to be done on the manner in which females make career decisions and on how the career advising processes for girls and women can be improved.

Parrish (1974) suggests three ways in which the process of counseling of girls and women might be improved:

1. Educational institutions need to allocate more resources to counseling so that personnel will have more time and can acquire additional materials to develop in this area.
2. Counselors will need to become much more labor market orientated.
3. The counseling profession will need to work with professional societies, academic institutions, and government agencies to develop instruments to measure current career supply and demand conditions.

DiSabatino (1976) adds that it is especially useful to emphasize career counseling for women within a life-planning context. She also stated that counselors need to educate men as well as women, families as well as individual students. Also counselors can provide role models of successful, well integrated and competent women and men who value the competence and achievement of women.

Summary

When societal sex-role stereotypes and attitudes toward competence and achievement of women are changed, women will begin to overcome their own inner inhibitions and have a geniune freedom to choose roles and to express their full potential through occupational choice. The research indicates that there is a need to identify the description of vocational competencies needed by women to overcome the barriers especially in entering non-traditional and/or male intensive career options.

Women do face unique problems in vocational career selection especially if they have an interest in non-traditional and/or male intensive career options. Research is needed to identify the barriers to women seeking and entering male intensive occupations and to identify competencies needed to overcome these barriers.

One basic source of information is working business and professional women who have experienced and coped with the problems women face as they enter employment.

In Wisconsin there is a professional organization, the Wisconsin Federation of Business and Professional Women's Clubs (BPW), with a membership of approximately 3000, which will provide context in which to work. It will be possible to contact and collect information from this population of women to identify the current vocational counseling needs of young women.

Definition of Terms

Male Intensive Occupations -- An occupation in which the large majority (80% or more) of persons employed are men and the expectation is that only men will prepare for and enter it.

Young Women - For the purpose of this study, young women will refer to females ages 18 to 24 or starting her first full-time job.

Chapter II

Methods and Procedures

Population

The volunteer subjects in this research were selected from an intact group, the Wisconsin Federation of Business and Professional Women's Clubs. The membership of this organization is comprised of any woman who is working part-time, full-time, or in partnership at the time of her membership. Women who have since joined the organization or retired are also included. The entire membership of 2700 was contacted during the course of the research.

Two control groups, each with 200 members, were selected for Young Women Entering Administrative and/or Supervisory Positions and Young Women Entering Male Intensive Occupations. These two groups were selected from the occupation they listed on their membership application and were placed in appropriate groups.

Instruments

The instruments developed for round one were five general questions (See Appendix A) which were based on the review of literature for potentially key competency areas. All instruments were developed by Sharon Haczynski and Dr. Orville Nelson. The questions were developed to obtain specific information to formulate the round two instrument.

The responses from the first three questions of both surveys were analyzed, synthesized, and used to develop competencies and a rating scale for the second round of the survey Women in General, Obtaining Jobs, Being Effective Employees, and Advancing in Positions (See Appendix B).

Question four from both surveys was used to develop the competencies and rating scale for the survey Young Women Entering Administrative and/or Supervisory Positions (See Appendix B) and question five from both surveys was analyzed, synthesized, and used to develop the competencies and rating scale for the survey Young Women Entering Male-Intensive Occupations (See Appendix B). Final draft copies of the surveys were presented to a pilot group of ten working women who would not be a part of the research population. Feedback from the pilot group was used to make minor revisions in the final questionnaire. The amount of time needed to complete the survey was recorded at approximately 10 minutes.

Treatment Conditions

On February 12, 1977 the first round of the survey and cover letter were distributed to a random sample of 200 teachers during a State Board meeting in Eau Claire. The members received a presentation about the potential use of the responses, that no identification about them was required, and that their cooperation was of the utmost importance. On February 23, 1977 a second general survey (see Appendix A) was sent along with a cover letter to 100 members who were not at the Eau Claire meeting. They were asked to identify the competencies that young women do bring to the job. A follow-up survey and cover letter was sent out on March 15, 1977 (See Appendix A).

The surveys for round two were sent out in a bulk mailing on April 22, 1977. This mailing included a cover letter, a personal data sheet and self-addressed stamped envelope and was sent out to the entire population. Nine hundred of the survey Women in General, Obtaining Jobs, Being Effective Employees, and Advancing in Positions were sent out to a random sample of one-third of the members of the Wisconsin Federation of Business and Professional Women's Clubs.

Two hundred of the survey Young Women Entering Administrative and/or Supervisory Positions were sent out to the control population and seven hundred to a random sample population. Two hundred of the surveys, Young Women Entering Male-Intensive Occupations were sent to the control population and seven hundred were sent to the random population. Because of the size of the population, it was decided not to send a follow-up to each individual. Instead an article (See Appendix C) was published in The Wisconsin Business Woman which is received by every member. Also, short presentations and request for cooperation in the study was made at each of the nine district meetings held in the State during April.

Control of Variables

It is recognized by the researcher the concern of readers that the study is using volunteers and that the volunteers may chose not to respond. It is further recognized that the results of this study will be limited to volunteers of the Wisconsin Federation of Business and Professional Women's Clubs and generalized only to that population. This researcher is anticipating that although the results will be generalized to that population because of the variety of positions held and occupational groups represented by the members that it will produce a good cross section of the working women of the state of Wisconsin.

Unknowns

It is not known what effect the use of bulk mailing had on the receiving of the survey. Also the fact that a return date of May 1, 1977 (a ten day lapse between mailing and return) plus the bulk mail may have had an effect on the number that were received and returned. However, this was taken into consideration and surveys were received up to June 8 when the survey and personal data were put into the computer.

Limitations

This study will permit generalization to volunteer members of the Wisconsin Federation of Business and Professional Women's Clubs only.

Analysis of Data

All of the surveys and personal data sheets were key-punched to facilitate processing. The computer was used to identify the following objectives:

1. To compare profiles of business and professional women based on their response to the personal data sheet.
2. To determine the relationship between the present or most recent occupation of each respondent and her rating of the vocational competencies.
3. To determine if there is a difference between the control group and random sample for Young Women Entering Administrative and/or Supervisory Positions and Young Women Entering Male-Intensive Occupations.

Chapter III

Analysis of Data

This chapter is divided into three sections. The first part is the presentation of the profile of the random population which completed the personal data sheet and survey Women in General-Obtaining Jobs, Being Effective Employees, and Advancing in Jobs. Seven tables, one for each question on the personal data sheet, and the competency survey present the results for this portion of the study. The second section which presents the profile of the random and control populations which completed the survey Young Women Entering Administrative and/or Supervisory Positions. Seven tables, one for each question on the personal data sheet and the composite of the competency survey report the data. The third section gives the profile of the random and control populations which completed the survey Young Women Entering Male Intensive Occupations.

Section I

Women in General--Obtaining Jobs, Being Effective Employees, Advancing in Jobs

Table 1 shows the occupational distribution of the business and professional women who responded to this survey. Thirty-one percent of respondents said they were engaged in a business and office occupation and twenty-two percent were in education, fine arts, and humanities. The next highest representation is the health field at 10 percent. The distribution of the remaining 37 percent is: 4 percent agriculture/

Table 1

Present (Or Most Recent) Occupational Group of Respondents

	Occupation	N	%#
1.	Agriculture/Agribusiness	11	4
2.	Business & Office	92	31
3.	Communication & Media	11	4
4.	Construction	2	1
5.	Consumer & Homemaking Related	7	2
6.	Education/Fine Arts/ Humanities	66	22
7.	Finance/Real Estate/ Insurance	20	7
8.	Government/Public Service	16	5
9.	Health	31	10
10.	Hospitality & Recreation	4	1
11.	Manufacturing	10	3
12.	Marketing & Distributing	10	3
13.	Natural Resources/ Environment	0	0
14.	Personal Service	11	4
15.	Transportation & Public Utilities	12	4
16.	Other	21	7
	Total	296	

#Some respondents checked more than on occupation, thus the percentages total more than 100%.

agribusiness, 4 percent communications and media, 1 percent construction, 2 percent consumer and homemaking related, 7 percent finance/real estate/ and insurance, 5 percent government/public service, 1 percent hospitality and recreation, 3 percent manufacturing, 3 percent marketing and distribution, 4 percent personal service, 4 percent transportation and public utilities and 7 percent other, where the respondent felt her occupation did not fit into any of the other categories.

Of the women who responded to this survey 43% indicated they were at the professional/managerial/owner level in occupation. This percentage which is higher than the U.S. Department of Labor statistics may be because nurses, teachers and personal service personnel such as attorney's classified themselves at this level and small numbers of other occupational fields were represented in the remainder of the responses (See Table 2).

The supervisor level was indicated by 39% from business and office, 15% from the health occupation, 117 from education/fine arts/humanities, communications & media, finance/real estate/insurance, marketing and distribution, transportation and public utilities and other indicated a total of 30% as supervisors. The remaining occupations indicated a total of 4% supervisors.

The technical workers stated they were from health 22%, agriculture/ agri-business 22%, and business and office 22%, Government/public service, transportation/public utilities, other and marketing and distribution each indicated 11% in technical jobs.

Most of the clerical workers stated they were from business and office 57%.

Table 2

Present (or Most Recent) Level in Occupation

Level	N	Percent
1. Professional/Managerial/ Owner	127	43
2. Supervisor	53	18
3. Technical Worker	9	3
4. Clerical Worker	58	20
5. Sales/Service Worker	13	4
6. Craftsworker	1	.3
7. Operative (skilled)	2	1
8. Operative (semi-skilled)	0	0
9. Laborer/Farm Worker	1	.3
10. Other	34	11
	N = 296	

Table 3 presents the number of years the respondents had been in the occupation identified in Table 1. Thirty-three percent responded that they had been in the occupation 25 years or more; 19 percent indicated 17 to 24 years; 14 percent had been in the occupation 11 to 16 years; 14 percent indicated 6 to 10 years; and only 2 percent responded that they had been in the occupation less than 1 year. Fifty-two percent had been in the occupation for more than 17 years.

Table 4 reflects the total number of years the respondents had been in the work force. Forty-nine percent indicated they had worked a total of 25 years or more; 24 percent responded that they had worked 17 to 24 years; 14 percent said 11 to 16 years; and the remaining 19 percent had worked a total of 10 years or less. In response to the question whether those years of employment were continuous or interrupted, 60 percent said they had worked continuously; and 39 percent said they were interrupted years and 2 percent omitted the question as indicated in Table 5.

Table 6 reflects the age of the survey respondents. Thirty-one percent said they were 55 to 64 years old; 21 percent said they were 65 years and above making 5 out of 10 respondents over the age of 55. Nineteen percent responded that they were 45 to 54 years old, 15 percent indicated 35 to 44 years of age, and 2 percent said they were 19 to 24 years of age.

Table 7 indicates the size of the community in which the survey respondents live and work. Forty-two percent indicated that their community had a population of less than 10,000, 25 percent said the population was 26,000 to 75,000, 17 percent said 10,000 to 25,000 and 14 percent said 75,000 or more.

The select sample, whose demographic data are presented in Tables 1-7 responded to the survey items for Young Women in General - Obtaining Jobs. Being Effective Employees and Advancing in Positions as listed in Table 8.

Table 3

Number of Years in This Occupation

Years	N	%
Less than 1 year	6	2
1-5 years	51	17
6-10 years	42	14
11-16 years	42	14
17-24 years	57	19
25 or more years	97	33
	N = 295	

Table 4

Total Number of Years in the Work Force

Years	N	%
Less than 1 year	3	1
1-5 years	6	2
6-10 years	28	9
11-16 years	40	14
17-24 years	71	24
25 or more years	146	49
	N = 294	

Table 5

Continuous or Interrupted Work Pattern

Pattern	N	%
Continuous	178	60
Interrupted	111	38
Omit	5	2
	N = 294	

Table 6

Age of Respondent

Age	N	%
19-24 years	7	2
25-34 years	34	11
35-44 years	43	15
45-54 years	57	19
55-64 years	93	31
65 and above years	62	21
	N = 296	

Table 7

Size of Community

Population	N	%
Less than 10,000	125	42
10,000 - 25,000	50	17
26,000 - 75,000	74	25
75,000 or more	42	14
	N = 296	

Table 8

YOUNG WOMEN IN GENERAL-OBTAINING JOBS, BEING EFFECTIVE EMPLOYEES, ADVANCING IN JOBS

Occupations of Respondents

Competency	Total Responses		Agri./Ag. Bus.		Bus. & Office		Comm. & Media		Const.		Cons. & H. Making		Ed./F. Arts Humanities		Fin./R. Estate Insurance	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Identify goals and plan a course of action.	2.9[1]	.9[2]	2.3	1.3	2.7	.9	2.7	1.0	2.0	0	2.8	.5	3.5	.8	2.8	1.0
2. Believe in herself and feel secure in her actions.	3.2	.9	3.0	.9	3.1	.9	2.6	1.1	2.0	0	2.8	1.3	3.6	.8	3.1	1.4
3. Prepared or trained for position desired.	2.9	1.0	2.8	.8	2.7	1.0	2.4	.8	1.0	0	3.0	0	3.5	.9	2.8	1.2
4. Present personal appearance appropriate for the job.	3.3	1.1	3.2	1.4	3.3	1.1	3.0	1.2	3.0	0	3.0	.8	3.6	.9	3.7	1.2
5. Knowledge of job requirements, interview techniques, applications and resume, and advancement possibilities.	2.9	1.0	2.4	1.6	2.7	1.1	2.8	1.0	3.0	0	2.5	.6	3.4	1.0	2.8	.9
6. Organizational and/or leadership experience.	2.6	1.0	2.2	1.2	2.5	.9	2.3	.8	3.0	0	2.5	.6	3.2	.9	2.4	1.1
7. Ability to work well with others.	2.7	1.0	2.3	1.1	2.6	1.0	2.6	.7	2.0	0	2.3	.9	3.1	.9	2.6	.9
8. Dedicated to doing a good job; professionalism.	3.2	1.1	3.1	1.2	2.9	1.1	3.1	1.2	3.0	0	3.0	.8	3.6	1.0	3.4	1.1
9. Ability to work well with others.	3.4	.9	3.6	1.2	3.3	1.0	3.4	.9	3.0	0	3.0	.8	3.5	.9	3.8	1.0
10. Demonstrates an interest in company and community.	3.1	1.0	3.0	1.4	3.0	1.1	3.1	1.3	4.0	0	3.0	.8	3.3	.8	3.1	1.1
11. Thinks progressively-optimistic, success-oriented, and motivated.	3.1	1.0	2.7	1.2	2.9	1.0	2.6	.7	3.0	0	3.0	1.4	3.5	.9	3.2	1.0
12. Communicates with, listens to and understands other personnel.	2.9	1.0	2.9	1.1	2.9	1.1	2.9	.7	2.0	0	2.8	1.3	3.1	1.0	3.1	1.0
13. Motivated to work toward obtaining needed education, knowledge, and skill.	2.9	1.0	2.1	1.1	2.7	1.1	2.7	.8	3.0	0	3.0	.8	3.4	.9	3.2	.9
14. Willing to take on added responsibility.	2.9	1.1	2.8	1.4	2.9	1.1	2.9	1.3	3.0	0	3.0	1.4	3.1	1.0	2.9	1.2

[1] Mean Key ($\bar{X}$)

1 = VI = Very Inadequate-leads to major problems, needs extensive training/experience.
2 = SI = Somewhat Inadequate-leads to problems in some instances, needs some additional raining.
3 = S = Sufficient-adequate level for most jobs and tasks.
4 = H = High-can cope well with almost all situations.
5 = VH = Very High-areas of special strength.

[2] Standard Deviation (SD)

0 to .60 = Very High Level of Agreement.
.61 to 1.20 = High Level of Agreement.
1.21 to 1.80 = Moderate Level of Agreement.
1.81 and above = Low Level of Agreement.

Table 8 Continued

Comp. No.	Gov. & Public Service		Health		Hosp. & Recreation		Manufac-turing		Marketing & Dist.		N. Res.		Per. Serv.		Trans. & Utilities		Other	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.	2.7	.9	3.2	.9	3.0	0	2.9	1.3	2.8	1.1	-	-	3.4	1.3	3.1	.9	3.1	1.0
2.	3.1	1.0	3.0	.9	3.0	0	2.9	.6	2.9	1.2	-	-	3.1	1.1	3.3	1.0	3.4	1.2
3.	2.9	1.0	3.0	1.2	2.3	1.2	3.5	1.1	2.9	.9	-	-	3.6	1.0	3.4	.9	2.9	1.2
4.	2.7	1.1	3.3	1.0	2.7	1.5	3.5	.9	3.4	1.1	-	-	3.5	.9	3.8	.9	3.3	1.3
5.	2.7	.7	3.1	1.0	2.7	1.5	3.1	1.0	3.0	.9	-	-	3.4	1.2	3.3	1.0	2.7	.9
6.	2.5	1.0	2.6	1.2	3.3	.5	2.8	.7	2.7	.9	-	-	2.7	1.1	3.3	.9	2.7	1.3
7.	2.5	1.2	2.9	1.1	2.8	.5	3.0	1.1	3.0	1.4	-	-	2.7	1.3	3.4	.9	2.6	1.1
8.	2.8	1.1	3.3	1.3	3.3	.5	3.5	1.4	3.3	1.0	-	-	3.0	1.4	3.5	.9	3.0	1.2
9.	3.1	.8	3.2	1.1	3.0	1.6	3.8	1.0	3.6	.9	-	-	3.5	.9	3.9	.8	3.5	.8
10.	2.9	1.1	3.2	1.2	3.8	.5	3.3	1.4	3.0	1.2	-	-	3.4	1.4	3.6	.9	3.3	1.2
11.	2.8	1.1	3.2	1.1	3.3	.5	3.3	1.2	2.9	1.2	-	-	3.3	1.5	3.3	1.2	3.0	1.5
12.	2.8	1.0	2.9	1.1	2.8	.5	2.9	.8	3.1	.9	-	-	2.8	1.3	3.1	.9	2.8	1.3
13.	2.8	.9	3.1	1.2	3.0	0	3.1	1.4	2.9	.6	-	-	3.4	1.3	3.3	1.3	2.8	1.1
14.	2.8	1.3	3.0	1.1	3.3	.6	3.5	1.2	3.0	1.2	-	-	3.2	1.3	3.3	1.2	2.9	1.4

The table lists the competency as given in the survey, the mean response and standard deviation from the entire sample, and the mean and standard deviation by the occupational breakdown. The survey used a Likert scale of 1 to 5. One indicated very inadequate - leads to major problems, needs extensive training/experience; 2 indicates somewhat inadequate - leads to problems in some instances, needs some additional training; 3 indicates sufficient - adequate level for most jobs and tasks; 4 indicates high - can cope well with almost all situations; and 5 indicates very high - area of special strength. A discussion of the meaning of the standard deviation, used to denote degree of dispersion, is shown at the bottom of Table 8. The two items (Items 4 and 9) with the highest mean were "ability to work well with others," and "presents personal appearance appropriate for the job." The mean for both of these items was 3.4 and 3.3 or just slightly more than sufficient. The two items (Item 6 and 7) that rated the lowest were "organizational and/or leadership experience" and the "ability to lead and organize" with means of 2.6 and 2.7 or midway between somewhat inadequate and sufficient.

The remainder of the items had a total response mean of 2.9 to 3.2 or almost sufficient to slightly more than sufficient.

Section II

Young Women Entering Administrative and/or Supervisory Roles

Differences by occupational areas can be noted in Table 8. The competencies of women entering education, fine arts and humanities have means of 3.1 or larger. The competencies of women in business and office occupations are also adequate with most means being 2.7 or larger. Only organizational and leadership experiences have a mean as low as 2.5 in this area. In contrast, the ratings given by women in the construction area had much lower means. For example, "the preparation or training for the position required" had a mean

rating of 1 or very inadequate. In addition, the "ability to communicate with and work with others in the construction area" is rated as somewhat inadequate ($x = 2.0$). Thus, it is apparent from the data that there are considerable differences from one occupational area to another in the perception of the adequacy of competencies women bring to their first job in the field.

Table 9 shows the occupational distribution of the business and professional women who responded to this survey. Thirty-two percent of the respondents indicated that their present (or most recent) occupation was business and office, 16 percent said education, fine arts or humanities, 10 percent indicated health and other; 9 percent were in government or public service; 8 percent said finance, real estate and/or insurance; 7 percent indicated communications and media; 6 percent said marketing and distribution, and 5 percent said manufacturing. Agriculture or agribusiness, consumer and homemaking, natural resources/environment, transportation/ public utilities, and personal service each had 4 percent or less.

Table 10 presents the occupational level of the respondents. Forty-seven percent were at the professional, managerial, or owner level in their present occupation; 17 percent were at the supervisory level, 16 percent were clerical workers, 9 said other level - indicating they did not see themselves in any of the listed levels, 3 percent were technical workers and sales or service workers, and 1 percent were skilled or semi-skilled operatives.

Twenty-six percent of the respondents indicated that they had worked 25 years or more in their present occupation, 20 percent said they had worked 17--24 years in their present occupation, 18 percent had each worked 11 to 16 years and 6 to 10 years, 15 percent indicated 1 to 5 years in their present occupation, and 3 percent said they were in their present occupation less than one year.

Table 9

Present (Or Most Recent) Occupation

Occupation	N	%
Agriculture/Agribusiness	3	1
Business and Office	101	32
Communications and Media	23	7
Construction	1	0
Consumer and Homemaker	6	2
Ed/Fine Art/Humanities	52	16
Finance/Real Estate/ Insurance	25	8
Government/ Public Service	30	9
Health	33	10
Hospitality and Recreation	0	0
Manufacturing	15	5
Marketing and Distribution	19	6
Natural Resources/Environment	2	1
Personal Services	12	4
Transport/Public Utilities	10	3
Other	31	10

N = 317

Table 10

Present (or most recent) Level in Occupation

Level	N	%
Professional/Managerial/ Owner	150	47
Supervisor	54	17
Technical Worker	11	3
Clerical Worker	52	16
Sales/Service Worker	10	3
Craftsworker	1	0
Operative (skilled)	4	1
Operative (semi-skilled)	3	1
Laborer/Farm Worker	0	0
Other	30	9

The respondents indicated that 51 percent had spent a total of 25 or more years in the work force, 21 percent said 17 to 24 years, 12 percent said 11 to 16 years, 11 percent indicated 6 to 10 years and 3 percent said 1 to 5 years (Table 11). Fifty-four percent of the respondents indicated that they had been in the work force continuously and 44 percent said their work pattern had been interrupted. Two percent omitted the question (Table 12).

Table 13 shows the age of the respondents. Thirty-two percent said they were 55 to 64 years of age, 26 percent were 45 to 54 years old, 15 percent each were 65 years and above and 35 to 44 years of age, 12 percent were 25 to 34 and none were 19 to 24 years of age.

Table 14 is the population distribution of the survey's respondents. Thirty-six percent indicated they worked and lived in communities of less than 10,000, 26 percent indicated that their community was 26,000 to 75,000 and an equal percentage said 75,000 or more, and 11 percent said the population of their community was 10,000 to 25,000.

The select sample, whose demographic data are presented in Tables 9-14, responded to the competency survey items for Young Women Entering Administrative And/Or Supervisory Positions as listed in Table 15. The table lists the competency as given in the survey, the mean and stand deviation for the entire sample, the mean and standard deviation for the control sample, and mean and standard by occupational breakdown. The survey used a Likert scale of 1 to 5. One indicates very inadequate - leads to major problems, needs intensive training or experience; 2 indicates somewhat inadequate - leads to problems in some instances, needs some additional training, 3 indicates sufficient - adequate for most jobs and tasks; 4 indicates high - can cope well with almost all situations, and 5 indicates

Table 11

Number of Years in This Occupation

Years	N	%
Less than 1 year	9	3
1 - 5 years	46	15
6 - 10 years	58	18
11 - 16 years	56	18
17 - 24 years	64	20
25 or more	82	26

Table 12

Total Number of Years in The Work Force

Years	N	%
Less than 1 year	0	0
1 - 5 years	8	3
6 - 10 years	34	11
11 - 16 years	39	12
17 - 24 years	67	21
25 or more	163	51

Table 13

Age of Respondent

Years	N	%
19 - 24 years	1	0
25 - 34 years	39	12
35 - 44 years	46	15
45 - 54 years	83	26
55 - 64 years	100	32
65 and above	47	15

Table 14

Size of Respondents Community

Population	N	%
Less than 10,000	115	36
10,000 - 25,000	34	11
26,000 - 75,000	83	26
75,000 or more	81	26

33

Table 15

Means and Standard Deviation fo the Competencies Identified for Young Women Entering Administrative and/or Supervisory Positions

COMPETENCY	Total Responses		Control Group Responses		Occupational Areas of Respondent: Ag. Agri-bus.		Bus. & Office		Comm. & Media		Construction		Consum. & Homemaker		Fine Arts Humanities		Finance Real E. Insur.	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Development of leadership abilities	2.6[1]	1.0[2]	2.8	1.0	2.3	1.5	2.5	1.0	2.8	.8	2.0	0	2.5	.6	3.1	.9	2.3	.9
2. Ability to delegate	2.7	.9	2.8	.9	2.3	.5	2.4	.9	2.6	.9	3.0	0	2.7	.5	3.1	.9	2.6	1.0
3. Ability to motivate and direct others	2.6	1.0	2.7	1.0	2.3	.5	2.4	.9	2.5	.8	2.0	0	2.2	1.2	3.2	1.0	2.3	1.1
4. Communicate with, listens to, and understands other personnel	3.1	1.0	3.2	1.1	3.6	1.5	2.9	.9	2.8	.9	3.0	0	4.6	.5	3.5	1.0	2.9	.9
5. Develop good working relationships with other personnel	3.3	.9	3.6	.8	3.6	.5	3.1	.9	3.4	.6	4.0	0	4.2	.9	3.4	.9	3.4	.8
6. Possess needed education, knowledge or skill	3.1	1.1	3.3	1.1	3.3	1.1	2.8	1.0	2.7	1.1	3.0	0	3.7	.9	3.8	1.0	2.9	.8
7. Motivated to work toward obtaining needed education, knowledge or skill	2.9	1.1	3.0	1.1	3.3	1.1	2.7	1.1	2.6	.9	1.0	0	3.2	2.0	3.5	1.1	2.6	1.0
8. Willing to take on added responsibility	3.0	1.1	3.1	1.1	3.6	1.5	2.8	1.1	3.1	1.2	5.0	0	3.2	2.0	3.3	1.1	2.9	1.2
9. Believe in themselves and feel secure in their actions	3.1	1.0	3.1	1.1	4.3	1.1	3.1	1.0	2.8	1.1	3.0	0	3.0	1.4	3.2	1.1	3.0	1.0
10. Ability to be assertive	2.9	1.0	3.0	1.1	4.3	.5	2.9	1.0	2.7	.9	3.0	0	3.5	1.9	3.2	.9	2.8	1.0
11. Willing to become involved in community efforts and affairs	2.5	1.1	2.8	1.3	2.0	1.0	2.2	1.1	2.5	1.3	4.0	0	3.3	.5	3.0	.9	2.1	1.1
12. Has developed a support system of family and friends	3.2	.9	3.4	.9	3.3	1.1	3.1	.9	3.0	1.0	5.0	0	4.0	1.4	3.2	.8	3.4	1.0
13. Ability to plan	3.0	1.0	3.1	1.0	3.3	1.1	2.7	.9	3.1	.9	0	0	3.2	1.2	3.6	.9	2.8	1.0
14. Ability to evaluate	2.8	1.0	2.9	1.1	3.3	1.1	2.5	1.0	2.9	.9	4.0	0	3.2	1.2	3.5	.9	2.4	1.1
15. Ability to organize	2.9	1.0	3.0	1.1	2.3	.5	2.5	.9	2.8	1.1	4.0	0	3.7	.9	3.4	1.0	2.7	1.0
16. Ability to solve problems	2.9	1.0	2.9	1.1	2.0	0	2.6	1.0	2.9	1.0	4.0	0	3.7	.9	3.4	.9	2.6	.9
17. Knowledge of Civil Rights and Equal Opportunity Laws	2.5	1.1	2.7	1.2	2.0	1.0	2.2	1.0	2.3	1.1	5.0	0	2.2	1.8	2.9	1.0	2.3	1.2

[1] Mean Key ($\bar{X}$)

1 = VI = Very Inadequate-leads to major problems, needs extensive training/experience.
2 = SI = Somewhat Inadequate-leads to problems in some instances, needs some additional training.
3 = S = Sufficient-adequate level for most jobs and tasks.

[2] Standard Deviation (SD)

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 and above = Low Level of Agreement

Table 15 Continued

Comp. No.	Govt. Pblc. Serv. $\bar{X}$	SD	Health $\bar{X}$	SD	Hospit & Recrea. $\bar{X}$	SD	Manf. $\bar{X}$	SD	Market Distrib. $\bar{X}$	SD	Nat. Resource $\bar{X}$	SD	Person. Service $\bar{X}$	SD	Transp. P. Util. $\bar{X}$	SD	Other $\bar{X}$	SD
1.	2.9	1.0	2.8	1.0	0	0	2.7	1.1	2.3	1.1	2.0	0	2.3	.9	2.7	1.2	2.9	1.2
2.	2.8	.8	2.8	.9	0	0	2.5	.7	2.3	1.0	2.5	.7	2.2	.8	2.4	.8	2.8	1.2
3.	2.6	.9	2.6	1.1	0	0	2.4	.9	2.5	1.1	2.0	0	2.5	.9	2.4	.7	2.8	1.1
4.	3.0	1.1	3.1	1.1	0	0	3.2	.9	2.8	1.0	3.0	0	3.0	.4	3.2	.8	3.0	1.3
5.	3.1	1.2	3.2	1.0	0	0	3.3	1.0	3.3	1.0	3.5	.7	3.2	.7	3.1	.6	3.5	1.0
6.	3.1	1.2	3.2	1.2	0	0	3.0	1.0	2.6	1.1	3.0	0	2.6	.6	3.5	.8	3.5	1.2
7.	2.9	1.0	3.2	1.0	0	0	2.9	1.3	2.5	1.1	2.0	0	2.3	.8	3.1	1.0	3.4	1.2
8.	3.0	1.1	3.0	1.2	0	0	3.4	1.1	3.0	1.3	2.0	1.4	2.3	.8	3.0	.8	3.2	1.2
9.	3.1	.8	3.1	.8	0	0	3.2	1.1	3.4	1.0	3.0	0	2.9	.9	2.8	.6	3.1	1.0
10.	3.1	.9	2.8	1.1	0	0	3.0	1.1	3.1	1.1	2.5	.7	2.7	.9	2.8	.7	2.8	1.2
11.	2.9	1.2	2.6	1.0	0	0	2.2	1.2	2.2	1.2	2.0	0	2.0	.9	2.7	1.2	2.9	1.3
12.	3.2	.8	3.2	1.0	0	0	3.1	1.1	2.8	.9	3.5	.7	3.0	.7	3.2	.9	3.2	.9
13.	3.1	.9	3.1	1.0	0	0	3.0	1.0	2.7	.9	3.5	.7	2.5	.9	3.1	.9	3.1	.9
14.	3.0	1.1	3.0	1.1	0	0	2.7	1.0	2.3	1.0	2.0	0	2.3	1.0	3.2	1.0	3.2	1.0
15.	2.9	.9	2.9	1.1	0	0	2.6	1.0	2.4	1.0	2.0	0	2.6	.8	3.2	1.2	3.2	.9
16.	2.9	1.2	2.8	1.0	0	0	2.8	1.0	2.5	1.0	3.0	0	2.4	1.0	3.1	1.0	3.3	1.1
17.	2.6	1.1	2.6	1.0	0	0	2.5	1.0	2.1	1.0	3.0	0	2.4	.9	2.7	1.0	2.9	1.4

very high - area of special strength. A discussion of the standard deviation used to denote dispersion of responses is shown at the bottom of Table 15. The two items (Item 5 and 12) for the entire population, that rated the highest were "developed good working relationship with other personnel" (mean 3.3) and "has developed a support system of family and friends" (mean 3.2). These two items were supported by the control group who rated the former (mean 3.6) and the latter mean at 3.4. This would seem to indicate that these areas were slightly better than sufficient. The total sample response indicated that development of leadership abilities (Item 1) and ability to motivate and direct others (Item 3) each had a mean of 2.6; willing to become involve in community efforts and affairs (Item 11) and knowledge of civil rights and equal opportunity laws (Item 17) each had a mean of 2.5. These four items were supported by the control groups who rated the four at a mean of 2.7 and 2.8. These means would seem to indicate that all four of these items would lead to problems in some instances while in others be at an almost adequate level. The remaining items had mean ratings of 2.7 to 3.3 for both total and control groups, barely more than sufficient in most instances.

Analysis of response by occupational areas indicated that there were differences in the evaluations. For example, the average response for the fine arts and humanities area was no lower than 2.9. Most were above 3.0 which indicated a sufficient level of competency for most jobs and tasks. In contrast, respondents from the construction area indicated deficiencies in the development of leadership abilities, ability to motivate and direct others, and toward obtaining more education. Respondents from the finance, real estate and insurance occupations indicated a need to develop more leadership abilities, ability to motivate and direct others, willingness to become involved in community affairs, ability to evaluate and knowledge of civil rights and equal opportunity laws. Ability to delegate and motivate others were also noted as

areas where more competency needed to be developed by respondents in the areas of business and office, manufacturing, transportation, natural resources, and agriculture. Again, the level of competencies appeared to be related to the educational and work experience opportunities which typically have been available to women in an occupational area.

Section III

Young Women Entering Male Intensive Occupations

Table 16 shows the occupational distribution of the business and professional women who responded to this survey. Twenty-nine percent of the respondents were in a business and office occupation, 20 percent in education, fine arts or humanities, 12 percent in finance, real estate or insurance, 9 percent in other, 7 percent in government or public service, 6 percent each in health, marketing and distribution, and personal service, 5 percent in manufacturing, 5 percent in transportation and public utilities, 3 percent each in communication and media, and consumer and homemaking related and 2 percent or less each in agriculture or agribusiness, construction, hospitality or recreation, and natural resources or environment.

Fifty percent of the respondents, as shown in Table 17, indicated they were at the professional, managerial, or owner level in their occupation, 16 percent indicated they were clerical workers, 13 percent said they were supervisors, 12 percent indicated other, 4 percent were sales or service workers, and 2 percent skilled operators.

Table 18 indicates the number of years the respondents have been in their present occupation. Thirty percent have been in the occupation 25 or more years; 18 percent have been there 11 to 16 years; and 16 percent each have been in the occupation 1 to 5 years, 6 to 10 years, and 17 to 24 years. Three percent have been in the occupation less than one year.

Table 16

Present (Or Most Recent) Occupational Group

Occupation	N	%
1. Agriculture/Agribusiness	3	1
2. Business and Office	95	29
3. Communication and Media	9	3
4. Construction	2	1
5. Consumer and Homemaking Related	9	3
6. Ed./Fine Arts/Humanities	65	20
7. Finance/Real Estate/ Insurance	39	12
8. Government	23	7
9. Health	19	6
10. Hospitality and Recreation	6	2
11. Manufacturing	16	5
12. Marketing and Distribution	18	6
13. Natural Resources/Environment	6	2
14. Personal Services	18	6
15. Transportation/Public Utilities	14	4
16. Other	31	9
N = 327		

#Some respondents checked more than on occupation, thus the percentages total more than 100%.

Table 17

Present (or most recent) Level in Occupations

Level	N	%
1. Professional/Managerial/ Owner	162	50
2. Supervisor	42	13
3. Technical Worker	9	3
4. Clerical Worker	53	16
5. Sales/Service Worker	12	4
6. Craftsworker	1	0
7. Operative (skilled)	5	2
8. Operative (semi-skilled)	0	0
9. Laborer/Farm Worker	0	0
10. Other	39	12

Table 18

Number of Years in This Occupation

Years	N	%
1. Less than 1 yr.	9	3
2. 1 - 5 yrs.	53	16
3. 6 - 10 yrs.	53	16
4. 11 - 16	57	18
5. 17 - 24 yrs.	51	16
6. 25 or more	96	30

Table 19 indicates the total number of years the respondents have been in the work force. Fifty-four percent indicated they have been in the work force 25 years or more, 18 percent have worked 17 to 24 years, and 5 percent have worked a total of 5 years or less. The respondents also indicated that 57 percent have worked continuously, 39 percent have an interrupted work pattern, and 4 percent omitted the question.

Table 20 presents a summary of the respondents' ages. The respondents' median age was approximately 52.

Table 21 presents the size of community in which the respondents live and work. Thirty-one percent indicated their community to be less than 10,000, 28 percent indicated 75,000 or more, 22 percent indicated 26,000 to 75,000 and 17 percent indicated 10,000 to 25,000 population.

The select sample, whose demographic data are presented in Tables 16-21, responded to the competency items for Young Women Entering Male Intensive Occupations as listed in Table 22. The table lists the comptencies as given in the survey, the mean and standard deviation for the responses from the entire sample, the mean and standard deviation of the control group, and the mean and standard deviation by occupations. The survey used a rating scale of 1 to 5. One indicated very inadequate - leads to major problems, needs extensive training and/or experience, 2 indicated somewhat inadequate - leads to problems in some instances, needs some additional training, 3 indicated sufficient - adequate level for most jobs and tasks, 4 indicated high - can cope well with almost all situations, and 5 indicated very high - an area of special strength. The total and control group both indicated that willingness to take on added responsibility (Item 6) and possess perseverance and courage (Item 8) were higher than other items with means of 3.6 and 3.9. This would seem to indicate levels of moderate to highly sufficent. Knowledge of civil

Table 19

Total Number of Years in the Work Force

Years	N	%
Less than 1 year	2	1
1-5 years	14	4
6-10 years	33	10
11-16 years	38	12
17-24 years	59	18
25 or more years	174	54
	N = 323	

Table 20

Respondents' Age

Age	N	%
19-24 years	4	1
25-24 years	35	11
35-44 years	48	15
45-54 years	90	28
55-64 years	85	26
65 and above years	58	18

Table 21

Size of Community

Population	N	%
Less than 10,000	101	31
10,000 - 25,000	55	17
26,000 - 75,000	72	22
75,000 or more	90	28
	N = 323	

Table 22

Mean and Standard Deviation of the Competencies Identified for Young Women Entering Male Intensive Occupations

Occupational Areas of Respondent

Competency	Total Responses $\bar{X}$	Total Responses SD	Control Group Response $\bar{X}$	Control Group Response SD	Agriculture and Agribusiness $\bar{X}$	Agriculture and Agribusiness SD	Business and Office $\bar{X}$	Business and Office SD	Communication and Media $\bar{X}$	Communication and Media SD	Construction $\bar{X}$	Construction SD	Consumer & Homemaker Related $\bar{X}$	Consumer & Homemaker Related SD	Education Fine Arts Humanities $\bar{X}$	Education Fine Arts Humanities SD	Finance Real Estate Insurance $\bar{X}$	Finance Real Estate Insurance SD
1. Preparation and/or training for the position they seek	3.2	1.0	3.2	1.0	3.0	0	3.2	.9	2.8	1.0	2.0	1.4	3.0	1.1	3.2	.9	3.1	1.1
2. Good working relationships with other personnel	3.4	.9	3.4	.9	3.7	.6	3.5	.8	3.4	.5	2.5	.7	3.6	1.0	3.5	.9	3.3	1.0
3. Ability to be assertive	3.2	1.0	3.1	1.0	3.7	.6	3.3	.9	3.2	1.3	4.0	1.4	3.1	1.2	3.4	.9	3.2	1.1
4. Believe in themselves & a sense of security in their actions	3.4	1.0	3.4	1.1	3.7	.6	3.6	.9	3.4	1.3	3.5	2.1	2.8	1.5	3.5	.9	3.6	1.1
5. Gain respect from others	3.3	.8	3.5	.8	4.0	1.0	3.4	.7	3.2	1.2	2.5	.7	3.2	.8	3.3	1.0	3.5	1.0
6. Willingness to take on added responsibility	3.7	1.0	3.9	.9	3.7	.6	3.8	1.0	3.1	.8	2.5	2.1	3.2	1.7	3.7	1.1	4.0	1.0
7. Knowledge of Civil Rights and Equal Opportunity Laws	3.0	1.1	3.1	1.0	4.0	0	3.2	1.1	3.0	1.5	3.0	2.8	2.9	1.5	3.1	1.1	2.9	1.0
8. Possess perseverance and courage	3.6	.9	3.7	.8	4.3	.6	3.7	.8	4.0	.9	4.0	0	3.6	1.1	3.7	.9	3.6	.9
9. Has developed a support system of family and friends	3.4	.9	3.4	.9	3.7	.6	3.4	.9	3.7	.7	1.5	.7	3.6	.9	3.5	.9	3.4	1.0
10. Be better qualified (trained) than men seeking same position	3.4	1.0	3.6	1.0	3.7	.6	3.3	.9	3.4	1.4	2.0	1.4	3.3	1.4	3.4	1.0	3.7	.8
11. Patience	3.6	1.0	3.6	1.0	4.0	1.0	3.7	1.0	3.2	1.2	1.5	.7	3.7	1.0	3.6	1.1	3.7	1.0
12. Capacity to accept criticism	3.1	1.2	3.0	1.0	4.0	1.0	3.2	1.0	2.8	1.5	3.0	2.8	2.9	1.1	3.1	1.1	3.2	1.1

Key (Mean) $\bar{X}$

1 = VI = Very inadequate-leads to major problems needs extensive training/experience.
2 = SI = Somewhat Inadequate-leads to problem in some instances, needs some additional training.
3 = S = Sufficient-adequate level for most jobs and tasks.
4 = H = High-can cope well with almost all situations.
5 = VH = Very High-area of special strength.

[2] Standard Deviation (SD)

K	0 to .60	= Very High Level of Agreement
E	.61 to 1.20	= High Level of Agreement.
Y	1.21 to 1.80	= Moderate Level of Agreement
	1.81 and above	= Low Level of Agreement

Table 22 Continued

Comp. No.	Government Public Service		Health		Hospitality and Recreation		Manufacturing		Marketing and Distribution		Natural Resources Environment		Personal Services		Transportation Public Utilities		Other	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.	3.4	1.0	3.3	1.2	3.3	1.2	3.1	1.0	2.9	1.1	3.0	0	3.4	.9	3.0	1.0	3.6	1.0
2.	3.4	1.1	3.5	.9	2.3	1.0	3.3	1.1	3.3	1.1	3.0	0	3.6	.9	3.1	.8	3.4	1.1
3.	3.2	.9	3.3	1.1	2.0	.9	2.9	1.2	3.2	.6	3.0	0	3.3	1.0	3.1	1.1	3.2	1.3
4.	3.3	1.1	3.3	1.2	2.2	.8	3.4	1.1	3.3	1.2	4.0	0	3.4	1.1	3.4	1.0	3.3	1.4
5.	3.1	.6	3.5	1.0	2.7	.8	3.2	.8	3.1	.9	5.0	0	3.5	1.0	3.1	.3	3.5	1.1
6.	3.7	.8	3.9	.9	3.2	.8	3.6	1.0	3.2	1.0	5.0	0	3.7	1.1	3.6	1.1	3.8	1.4
7	3.0	.8	3.2	1.2	2.7	.5	3.1	1.2	2.3	.9	4.0	0	3.0	1.0	3.4	1.1	3.1	1.4
8	3.5	.7	3.6	.8	2.5	1.0	3.3	.9	3.1	1.1	3.0	0	3.6	.9	3.7	.9	3.7	1.2
9	3.3	1.0	3.4	.8	3.2	1.0	3.3	1.3	2.9	.7	5.0	0	3.4	1.0	3.2	1.3	3.6	1.2
10.	3.5	1.0	3.7	1.0	2.8	1.0	2.8	.9	3.2	1.2	5.0	0	3.7	.9	3.1	1.2	3.3	1.4
11.	3.8	.9	3.7	1.0	3.3	1.2	3.6	1.2	3.2	1.1	5.0	0	3.7	1.3	3.4	1.1	3.8	1.1
12.	3.1	1.1	2.8	1.0	3.4	.9	2.8	1.3					3.2	1.0			2.9	1.2

rights and equal opportunity laws (Item 7) and capacity to accept criticism (Item 12) both had lower means from total and control groups. The means for these two competencies were 3.0 and 3.1. This mean would seem to indicate a sufficient level for most jobs and tasks.

Women in most fields responded that women entering male intensive occupations have adequate or above adequate capabilities in the competency areas identified. Women in the construction area thought that there were several competencies which women needed to develop further. Training for the position sought, developing good working relationships with personnel, gaining respect from others, willingness to take on added responsibilities, and being better qualified than men seeking the same position were somewhat inadequate. Competency areas receiving the lowest ratings were having developed a support system of family and friends (competency 9) and patience (competency 11). Both of these had a mean rating of 1.5 or "very inadequate."

Women in the hospitality and recreation area also identified several competencies which were listed as somewhat adequate. The ability to develop good working relationships to be assertive and believe in themselves was given a mean rating of somewhat inadequate by women in this field. Perseverance and courage received a mean rating of 2.5, on the borderline between adequate and inadequate.

Summary

All three surveys were responded to by a high percentage of women who were at the professional, managerial, or owner level in their occupation. Almost 50 percent had worked continuously for 25 years or more, and were at least 55 years old. Their responses seem to indicate a need for educational institutions to make the transition from student to worker. Based on information collected and presented, it appears that the placement of the individual

somewhere near the midpoint may indicate that educators and counselors are bringing students only to a sufficient level. This may not be adequate for advancement and entrance in non-traditional occupations.

Some areas in which additional competencies appear to be needed are organization, leadership, ability to motivate others, and ability to evaluate. Women in non-traditional fields noted a need for additional competencies in the field and the ability to establish effective working relationships.

Recommendations

If an individual counselor, instructor or administrator is honestly attempting to remove sex role stereotyping, vocational counseling needs will be an important consideration. Methods and innovations need to be researched which will enable the largest number of young women to realize their maximum potential.

The information in this report can be very helpful in designing and implementing an effective career counseling program for women. Competencies listed in the survey forms were those judged to be important by professional and business women. These competencies can serve as a valuable guide in career planning. Also, they can be used in planning the vocational programs in which women enroll.

Further research needs to be done on the competencies women need to strengthen and develop as they enter non-traditional occupations and administrative positions. More research work should be focused on the competencies needed for successful transitions into jobs. Also, the skills and knowledges which transfer from other jobs and training need to be defined.

Vocational counseling has been determined to be lacking in certain competencies needed for vocational areas. If vocational counseling is to have an educational impact, the following recommendations are made:

1. Continue an investigation of vocational counseling needs of young women.
2. Encourage young women to take a greater organizational and leadership role during secondary and/or post-secondary education years. Encourage them to become involved in company and community efforts.
3. Help them to identify goals, plan a course of action, and become prepared for position desired. Also to become knowledgeable about continued training.
4. Provide information and encouragement about job requirements, interview techniques, application and resume and advancement possibilities. Also knowledge of Civil Rights and Equal Opportunity Laws.
5. Educate them to be assertive but have the capacity to accept criticism.
6. Encourage the development of an ability to evaluate situations and solve problems.
7. Keep in mind that vocational counseling is not an absolute. It is an area that is subject to change and alteration as an individual changes throughout a lifetime.

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APPENDIX A

Letters and Instruments
for Round One

February 12, 1977

Dear BPW Member:

The vocational counseling of young women has become more challenging as the number of young women seeking gainful employment increases and their career options change. Young women investigating potential career choices find limited counseling materials, especially if they are interested in a non-traditional or male-intensive career.

I am currently involved in a research project as part of my graduate work to obtain my Master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see from the title, I need you and your experience and ideas that will contribute to helping identify the vocational competencies needed by young women. You often serve as role models and your suggestions will help us develop recommendations for vocational counseling.

May I ask for ten minutes of your time to complete the attached survey?

When all the results are in and the final report written, sometime in early June, I will make a full report to the membership.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski

Sharon Haczynski
First Vice-President

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Attachment

2/12/77
Haczynski

Vocational Counseling Needs of Young Women
As Perceived By Working Business and Professional Women

Directions: Please list two or three of the most essential competencies that, in your opinion, are needed by young working business and professional women in each of the following questions.

1. What additional competencies do women need in order to more effectively obtain jobs?

   a.

   b.

   c.

2. What additional competencies do women need to be more effective employees?

   a.

   b.

   c.

3. What additional competencies do women need to advance in a career field?

   a.

   b.

   c.

- over please -

4. What additional competencies do women need to more readily advance into supervisory and administrative positions?

   a.

   b.

   c.

5. What additional competencies do women need in order to enter male-intensive occupations?

   a.

   b.

   c.

Thank you for your time and effort. Your ideas have helped not only me in my research study but future young women.

Sharon Haczynski
First Vice-President
902 1/2 Main Street
Menomonie, WI 54751

February 23, 1977

Dear BPW Member:

The vocational counseling of young women has become more challenging as the number of young women seeking gainful employment increases and their career options change. Young women investigating potential career choices find limited counseling materials, especially if they are interested in a non-traditional or male-intensive career.

I am currently involved in a research project as part of my graduate work to obtain my Master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see from the title, I need you and your experience and ideas that will contribute to helping identify the vocational strengths of young women. I would like to have information on the skills, abilities, and interests that young women bring to the job market which make them especially qualified to be productive employees. You often serve as role models and your suggestions will help us develop recommendations for vocational counseling.

May I ask for ten minutes of your time to complete the attached survey?

When all the results are in and the final report written, sometime in early June, I will make a full report to the membership.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski

Sharon Haczynski
Fist Vice-President

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Attachment

2/23/77
Haczynski

Vocational Counseling Needs of Young Women
As Perceived By Working Business and Professional Women

Directions: Please list two or three of the skills, abilities, and interests that, in your opinion, are brought to the job force by young working business and professional women in each of the following questions. Please return in the enclosed envelope.

1. What skills, abilities, and interests do women bring to the job force when looking for a job?

   a.

   b.

   c.

2. What skills, abilities, and interests do women have that make them effective employees?

   a.

   b.

   c.

3. What skills, abilities, and interests do women have that help them to advance in a career field?

   a.

   b.

   c.

- over please -

4. What abilities, skills, and interests do women have that help them move into supervisory and administrative positions?

   a.

   b.

   c.

5. What abilities, skills, and interests do women have that help them enter male intensive occupations?

   a.

   b.

   c.

Thank you for your time and effort. Your ideas have helped not only me in my research study but young women in the future.

Sharon Haczynski
First Vice-President
902 1/2 Main Street
Menomonie, WI 54751

March 23, 1977

Dear BPW Member:

Nearly a month has passed since I sent you a questionnaire asking your help in identifying skills, abilities, and interests that young women bring to their jobs, making them good employees. Some of the questionnaires have been returned, however, it is vital I receive your input for as nearly 100% return as possible. You are one of a select group of 100 being asked to complete the questionnaire. If you have already returned it, please disregard this notice. If you have not, please complete it and return in the enclosed, postage paid envelope by April 4, 1977. It will take about 10 minutes of your time. Another questionnaire is enclosed for your convenience if you have misplaced the first one.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski
First Vice-President

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Enclosures

APPENDIX B

Letters and Instruments
for Round Two

April 20, 1977

Dear BPW Member:

The Vocational Counseling of Young Women has become more challenging as the number of young women seeking gainful employment increases and their career options change. Young women investigating potential career choices find limited counseling materials, especially if they are interested in a nontraditional or male-intensive career.

I am currently involved in a research project as part of my graduate work to obtain my Master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see from the title, I need you and your experiences that will contribute to helping identify the vocational competencies of young women. The Vocational Competencies for young women in general in obtaining jobs, being effective employees, and advancing in jobs that have been identified by BPW members in an earlier questionnaire are listed on the enclosed survey.

May I ask for ten minutes of your time to complete the attached survey and personal data sheet? Please return in the enclosed postage paid envelope by May 1, 1977.

When all the results are in and the final report written in June, I will make a full report to the membership.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski

Sharon Haczynski
First Vice President

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Enclosure

CVTAE
HACZ

Vocational Counseling Needs of Young Women as Perceeded by Working Business and Professional Women

UW-Stout
4/11/77

PERSONAL DATA

1-2. Present (or most recent) occupational group: (Please check only one)

(I)	(II)
__(1) Agriculture/Agribusiness	__ (1) Health
__(2) Business & Office	__ (2) Hospitality & Recreation
__(3) Communications & Media	__ (3) Manufacturing
__(4) Construction	__ (4) Marketing & Distribution
__(5) Consumer & Home-making Related	__ (5) Natural Resources/Environment
__(6) Education/Fine Arts/Humanities	__ (6) Personal Services
__(7) Finance/Real Estate/Insurance	__ (7) Transportation & Public Utilities
__(8) Government/Public Service	__ (8) Other _____

3. Present (or most recent) level in occupation: (Please check only one)

__(1) Professional/Managerial/Owner	__ (6) Craftsworker
__(2) Supervisor	__ (7) Operative(Skilled)
__(3) Technical Worker	__ (8) Operative(Semi-skilled)
__(4) Clerical Worker	__ (9) Laborer/Farm Worker
__(5) Sales/Service Worker	__(10) Other _____

4. Number of years in this occupation:

__(1) less than 1 year	__ (4) 11-16 years
__(2) 1-5 years	__ (5) 17-24 years
__(3) 6-10 years	__ (6) 25 or more years

5. Total number of years in the work force:

__(1) less than 1 year	__ (4) 11-16 years
__(2) 1-5 years	__ (5) 17-24 years
__(3) 6-10 years	__ (6) 25 or more years

6. Were those years: (Please check only one)

__(1) continuous	__ (2) interrupted

7. Your age:

__(1) 19-24	__ (4) 45-54
__(2) 25-34	__ (5) 55-64
__(3) 35-44	__ (6) 65 and above

8. Size of your community:

__(1) less than 10,000	__ (3) 26,000 - 75,000
__(2) 10,000 - 25,000	__ (4) 75,000 or more

Thank you for responding. Please return by MAY 1, 1977 in the enclosed postage paid envelope to: Sharon Haczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

YOUNG WOMEN IN GENERAL-OBTAINING JOBS, BEING EFFECTIVE EMPLOYEES, ADVANCING IN JOBS

Directions: To what degree do you think the young women with whom you work have the competencies listed below? Please circle the number that most nearly reflects your opinion. Use the following ratings:

1 = VI = Very Inadequate-leads to major problems, needs extensive training/experience
2 = SI = Somewhat Inadequate-leads to problems in some instances, needs some additional training
3 = S = Sufficient-adequate level for most jobs and tasks
4 = H = High-can cope well with almost all situations
5 = VH = Very High-area of special strength

	COMPETENCY	PRESENT LEVEL VI 1	SI 2	S 3	H 4	VH 5
1.	Identify goals and plan a course of action.	1	2	3	4	5
2.	Believe in herself and feel secure in her actions	1	2	3	4	5
3.	Prepared or trained for position desired.	1	2	3	4	5
4.	Present personal appearance appropriate for the job	1	2	3	4	5
5.	Knowledge of job requirements, interview techniques, applications and resume, and advancement possibilities. . .	1	2	3	4	5
6.	Organizational and/or leadership experience	1	2	3	4	5
7.	Ability to lead and organize.	1	2	3	4	5
8.	Dedicated to doing a good job; professionalism.	1	2	3	4	5
9.	Ability to work well with others.	1	2	3	4	5
10.	Demonstrates an interest in company and community	1	2	3	4	5
11.	Thinks progressively-optimistic, success-oriented, and motivated	1	2	3	4	5
12.	Communicates with, listens to and understands other personnel	1	2	3	4	5
13.	Motivated to work toward obtaining needed education, knowledge, and skill.	1	2	3	4	5
14.	Willing to take on added responsibility	1	2	3	4	5
	Others: Please list and rate by number.					
15.	_____	1	2	3	4	5
16.	_____	1	2	3	4	5

Thank you for responding. Please return by MAY 1, 1977 in the enclosed postage paid envelope to: Sharon Harczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

April 20, 1977

Dear BPW Member:

The Vocational Counseling of Young Women has become more challenging as the number of young women seeking gainful employment increases and the career options change. Young women investigating potential career choices find limited counseling materials, especially if they are interested in a non-traditional or male-intensive career.

I am currently involved in a research project as part of my graduate work to obtain my Master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see from the title, I need you and your experiences that will contribute to helping identify the vocational competencies of young women. The Vocational Competencies for young women entering supervisory and/or administrative positions that have been identified by BPW members in an earlier questionnaire are listed on this enclosed survey. You are one of a select group of 200 being asked to complete the survey, so your cooperation is of the utmost importance.

May I ask for ten minutes of your time to complete the attached survey and personal data sheet? Please return in the enclosed postage paid envelope by May 1, 1977.

When all the results are in and the final report written in June, I will make a full report to the membership.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski

Sharon Haczynski
First Vice President

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Enclosure

CVTAE
HACZ

Vocational Counseling Needs of Young Women as Perceeded by Working Business and Professional Women

UW-Stout
4/11/77

PERSONAL DATA

1-2. Present (or most recent) occupational group: (Please check only one)

(I)

__(1) Agriculture/Agribusiness
__(2) Business & Office
__(3) Communications & Media
__(4) Construction
__(5) Consumer & Home-making Related
__(6) Education/Fine Arts/Humanities
__(7) Finance/Real Estate/Insurance
__(8) Government/Public Service

(II)

__ (1) Health
__ (2) Hospitality & Recreation
__ (3) Manufacturing
__ (4) Marketing & Distribution
__ (5) Natural Resources/Environment
__ (6) Personal Services
__ (7) Transportation & Public Utilities
__ (8) Other _____

3. Present (or most recent) level in occupation: (Please check only one)

__(1) Professional/Managerial/Owner
__(2) Supervisor
__(3) Technical Worker
__(4) Clerical Worker
__(5) Sales/Service Worker
__ (6) Craftsworker
__ (7) Operative(Skilled)
__ (8) Operative(Semi-skilled)
__ (9) Laborer/Farm Worker
__(10) Other _____

4. Number of years in this occupation:

__(1) less than 1 year
__(2) 1-5 years
__(3) 6-10 years
__ (4) 11-16 years
__ (5) 17-24 years
__ (6) 25 or more years

5. Total number of years in the work force:

__(1) less than 1 year
__(2) 1-5 years
__(3) 6-10 years
__ (4) 11-16 years
__ (5) 17-24 years
__ (6) 25 or more years

6. Were those years: (Please check only one)

__(1) continuous
__ (2) interrupted

7. Your age:

__(1) 19-24
__(2) 25-34
__(3) 35-44
__ (4) 45-54
__ (5) 55-64
__ (6) 65 and above

8. Size of your community:

__(1) less than 10,000
__(2) 10,000 - 25,000
__ (3) 26,000 - 75,000
__ (4) 75,000 or more

Thank you for responding. Please return by MAY 1, 1977 in the enclosed postage paid envelope to: Sharon Haczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

YOUNG WOMEN ENTERING SUPERVISORY AND/OR ADMINISTRATIVE POSITIONS

Directions: To what degree do you think the young women with whom you work have the competencies listed below? Please circle the number that most nearly reflects your opinion. Use the following ratings:

1 = VI = Very Inadequate-leads to major problems, needs extensive training/experience
2 = SI = Somewhat Inadequate-leads to problems in some instances, needs some additional training
3 = S = Sufficient-adequate level for most jobs and tasks
4 = H = High-can cope well with almost all situations
5 = VH = Very High-area of special strength

COMPETENCY	PRESENT LEVEL				
	VI 1	SI 2	S 3	H 4	VH 5
1. Development of leadership abilities.	1	2	3	4	5
2. Ability to delegate.	1	2	3	4	5
3. Ability to motivate and direct others.	1	2	3	4	5
4. Communicate with, listens to, and understands other personnel.	1	2	3	4	5
5. Develop good working relationships with other personnel. . .	1	2	3	4	5
6. Possess needed education, knowledge or skill	1	2	3	4	5
7. Motivated to work toward obtaining needed education, knowledge or skill	1	2	3	4	5
8. Willing to take on added responsibility.	1	2	3	4	5
9. Believe in themselves and feel secure in their actions . . .	1	2	3	4	5
10. Ability to be assertive.	1	2	3	4	5
11. Willing to become involved in community efforts and affairs.	1	2	3	4	5
12. Has developed a support system of family and friends	1	2	3	4	5
13. Ability to plan.	1	2	3	4	5
14. Ability to evaluate.	1	2	3	4	5
15. Ability to organize.	1	2	3	4	5
16. Ability to solve problems.	1	2	3	4	5
17. Knowledge of Civil Rights and Equal Opportunity Laws	1	2	3	4	5
Others:					
	1	2	3	4	5
19.	1	2	3	4	5

Thank you for responding. Please return by [illegible], 1977 in the enclosed postage-paid envelope to: Sharon Haczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

April 20, 1977

Dear BPW Member:

The Vocational Counseling of Young Women has become more challenging as the number of young women seeking gainful employment increases and their career options change. Young women investigating potential career choices find limited counseling materials, especially if they are interested in a nontraditional or male-intensive career.

I am currently involved in a research project as part of my graduate work to obtain my Master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see from the title, I need you and your experiences that will contribute to helping identify the vocational competencies of young women. The Vocational Competencies for young women entering male-intensive occupations that have been identified by BPW members in an earlier questionnaire are listed on the enclosed survey. You are one of a select group of 200 being asked to complete the survey, so your cooperation is of the utmost importance.

May I ask for ten minutes of your time to complete the attached survey and personal data sheet? Please return in the enclosed postage paid envelope by May 1, 1977.

When all the results are in and the final report written in June, I will make a full report to the membership.

Thank you for your time and consideration.

Best Personal Wishes,

Sharon Haczynski
First Vice President

rs

Enclosure

Vocational Counseling Needs of Young Women as Perceeded by Working Business and Professional Women

PERSONAL DATA

1-2. Present (or most recent) occupational group: (Please check only one)

(I)

__(1) Agriculture/Agribusiness
__(2) Business & Office
__(3) Communications & Media
__(4) Construction
__(5) Consumer & Home-making Related
__(6) Education/Fine Arts/Humanities
__(7) Finance/Real Estate/Insurance
__(8) Government/Public Service

(II)

__ (1) Health
__ (2) Hospitality & Recreation
__ (3) Manufacturing
__ (4) Marketing & Distribution
__ (5) Natural Resources/Environment
__ (6) Personal Services
__ (7) Transportation & Public Utilities
__ (8) Other _____

3. Present (or most recent) level in occupation: (Please check only one)

__(1) Professional/Managerial/Owner
__(2) Supervisor
__(3) Technical Worker
__(4) Clerical Worker
__(5) Sales/Service Worker
__ (6) Craftsworker
__ (7) Operative(Skilled)
__ (8) Operative(Semi-skilled)
__ (9) Laborer/Farm Worker
__(10) Other _____

4. Number of years in this occupation:

__(1) less than 1 year
__(2) 1-5 years
__(3) 6-10 years
__ (4) 11-16 years
__ (5) 17-24 years
__ (6) 25 or more years

5. Total number of years in the work force:

__(1) less than 1 year
__(2) 1-5 years
__(3) 6-10 years
__ (4) 11-16 years
__ (5) 17-24 years
__ (6) 25 or more years

6. Were those years: (Please check only one)

__(1) continuous
__ (2) interrupted

7. Your age:

__(1) 19-24
__(2) 25-34
__(3) 35-44
__ (4) 45-54
__ (5) 55-64
__ (6) 65 and above

8. Size of your community:

__(1) less than 10,000
__(2) 10,000 - 25,000
__ (3) 26,000 - 75,000
__ (4) 75,000 or more

Thank you for responding. Please return by MAY 1, 1977 in the enclosed postage paid envelope to: Sharon Haczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

YOUNG WOMEN ENTERING MALE INTENSIVE OCCUPATIONS

Directions: To what degree do you think the young women entering male intensive occupations have the competencies listed below? Please circle the number that most nearly reflects your opinion. Use the following ratings:

1 = VI = Very Inadequate-leads to major problems, needs extensive training/experience
2 = SI = Somewhat Inadequate-leads to problems in some instances, needs some additional training
3 = S = Sufficient-adequate level for most jobs and tasks
4 = H = High-can cope well with almost all situations
5 = VH = Very High-area of special strength

COMPETENCY	PRESENT LEVEL				
	VI 1	SI 2	S 3	H 4	VH 5
1. Preparation and/or training for the position they seek. . .	1	2	3	4	5
2. Good working relationships with other personnel	1	2	3	4	5
3. Ability to be assertive	1	2	3	4	5
4. Believe in themselves & a sense of security in their actions	1	2	3	4	5
5. Gain respect from others.	1	2	3	4	5
6. Willingness to take on added responsibility	1	2	3	4	5
7. Knowledge of Civil Rights and Equal Opportunity Laws. . . .	1	2	3	4	5
8. Possess perseverance and courage	1	2	3	4	5
9. Has developed a support system of family and friends. . . .	1	2	3	4	5
10. Be better qualified (trained) than men seeking same position	1	2	3	4	5
11. Patience.	1	2	3	4	5
12. Capacity to accept criticism.	1	2	3	4	5
Others:					
13. _____	1	2	3	4	5
14. _____	1	2	3	4	5

Thank you for responding. Please return by MAY 1, 1977 in the enclosed postage paid envelope to: Sharon Haczynski, CVTAE, UW-Stout, Menomonie, WI, 54751.

APPENDIX C

The Wisconsin Business Woman

"Vocational Counseling Needs of Young Women"

Vocational Counseling Needs Of Young Women

Sharon Haczynski

The vocational counseling of young women has become more challenging as the number of these women seeking gainful employment increases and their career options change. When they investigate potential career choices, young women find limited counseling materials, especially if they are interested in a non-traditional or male intensive career.

I am currently involved in a research project as part of my graduate work to obtain my master's degree in Guidance and Counseling. The project title is "Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women." As you can see by the title, I need you and your experience and ideas that will contribute to helping identify the vocational competencies needed by young women. When you receive the questionnaire regarding this project, please take ten minutes to complete it and return it in the mail.

When all results are in and the final report completed, sometime in June, I will make a full report to the membership. You will recall that your participation in this was approved by the State Board at the Mid-Winter meeting in Eau Claire. Thank you for your time and consideration.